

2 UNIT

NIGHT AND DAY

IN THE PICTURE Around the world

»»» Talk about your daily routine

WORK WITH WORDS Daily activities

1 a **RECALL** Work in pairs. Say the times on the clocks. Use the words in the box.

half o'clock past quarter to



b Tell your partner when you do these things.

finish school get up go to bed go to school have lunch

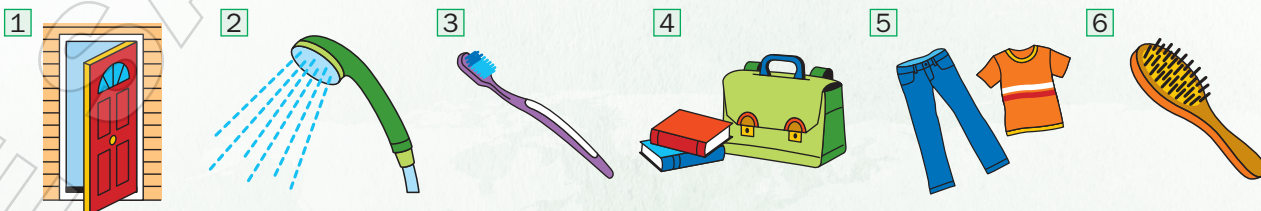
I finish school at 4 o'clock.

2 a **PHOTO** Work in pairs. Look at the photo. What can you see? Why are some countries light and other countries dark?

b Match the photos (a–d) to the messages (1–4). Which activity in **bold** can you see in each photo?



c Match the other activities in **bold** in the messages to the pictures (1–6) below.



get home

3 **1.24** Listen and repeat all the daily activities in **bold** in the messages.

1 I **wake up** at 7am and **have a shower**. Then I **get dressed** and **brush my hair**.

2 I have breakfast, then I **pack my bag** and walk to school. I **get to school** at 8am.

PHRASE BYTES

The photo shows ...
Some countries are light because ...



3

I do my homework and at 7pm we have dinner. At 10pm I clean my teeth and go to bed.

4

I finish school at 3pm. I go home by bus and I get home at 3.45.

4 a Complete the sentences with before or after.

People normally ...

- 1 get up they wake up.
- 2 have a shower they get dressed.
- 3 brush their hair they have a shower.
- 4 go home they get home.
- 5 clean their teeth they have dinner.
- 6 do their homework they go to school.

b Compare your answers with a partner. Are they the same? If not, why not?

5 THE MOVING PICTURE  Watch the video. When the clocks stop, listen. Where's the boy or girl from?

SPEAK

6  Work in pairs. Compare your daily activities. Find three differences between your routines.

PHRASE BYTES 

I wake up at ... and then I ...
Then/Next I ...
Really? I ... before/after I ...
That's the first/second/third difference.

GO BEYOND 

Do the Words & Beyond exercise on page 131.

Find specific information

SPEAK AND READ

1 a Work in pairs. Look at the photos. Where do you think the town of Tromsø is?

b Read the first lines of the school blog message. Check your answer to Exercise 1a.

2 a Read the tips in the **HOW TO** box.

b 1.25 Read the text quickly and complete the sentences about Tromsø.

- 1 Tromsø's _____ the Arctic Circle.
- 2 For _____ days a year, the sun shines for 24 hours a day.
- 3 June 23rd is called _____.
- 4 In winter it's sometimes _____ for 24 hours.
- 5 A good time to see the Northern Lights is in _____.
- 6 People have dinner at _____.

PHRASE BYTES

I think it's in ...
 Maybe it's in ... because ...
 There's a lot of snow, so it's ...

HOW TO

find specific information

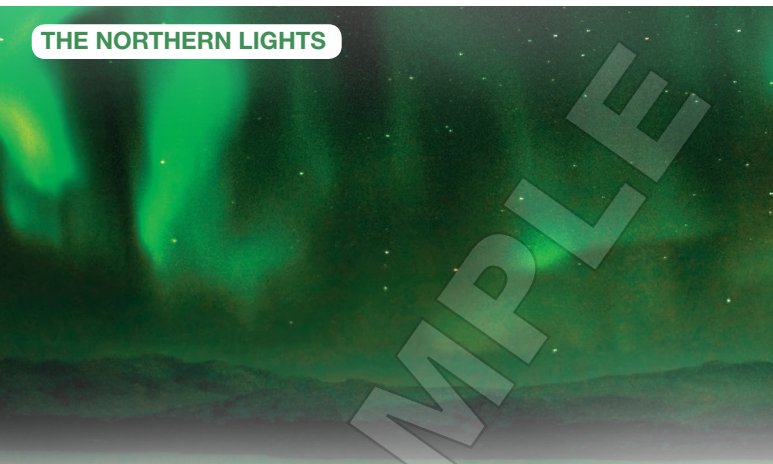
- Don't read every sentence.
- Decide which words are important in the information that you need.
- Find the important words in the text.
- Read the sentences with the important words first.



TROMSØ



THE NORTHERN LIGHTS



Home About New posts Archive

Hi to our new friends in Austin, Texas. Here's a description of life in Tromsø.

Tromsø is in the north of Norway. It's above the Arctic Circle, so there are 60 days in the summer when the sun shines 24 hours a day. On June 23rd we celebrate Midsummer's Eve. We go to the beach and have a barbecue. At midnight the beach is full of people! In winter there are 60 days when it's dark all day and night. It snows a lot and it's really cold. But if you stay at home you feel tired and sad, so people go out. We play in the snow every day and go to a café or the cinema at the weekend. Winter's a good time to see the Northern Lights.

Schooldays are the same all year. School starts at 8.30 and we have lunch at 11.00. At 2.15 we go home and do homework. We have dinner at 4.30. In the evening we see our friends.

3 Which tips in the **HOW TO** box did you use for help with Exercise 2b? Tick (✓) them.

4 a Find three differences between daily activities in Tromsø and your daily activities. Write about your activities.

*Tromsø: In winter they play in the snow every day.
 Here: We play in the snow two or three days a year.*

b Work in pairs. Compare your sentences. Are they the same?

PHRASE BYTES

I (don't) think Tromsø's a good place to live because ...
 I want to see / go to / play ...

REACT

5 Work in pairs. What do you think? Tell your partner.

- 1 Is Tromsø a good place to live? Why?/Why not?
- 2 What things in Tromsø do you want to see or do?

GO BEYOND

Find prepositions of place in the blog message. Make a list: *in + Austin/Tromsø/... , etc.*

»»» Talk about when you do things

READ »»» Grammar in context

1 Read the description. In what two ways are Auckland and Seville different?

My pen pal



Auckland (my city)

I live in Auckland in New Zealand and my pen pal lives in Seville in Spain. The time difference is 12 hours, so she goes to bed when my first lesson finishes and she studies when I'm asleep. We talk at the weekend. I call her on Sunday at 9 o'clock in the morning when it's 9 o'clock at night for her. The seasons are different too. Summer starts in December here. There, it starts in June.



Seville in Spain

STUDY

2 Complete the explanations with examples from Exercise 1.

Present simple positive

Use: For things that are generally true.
Summer *in December*.

For habits and routines.
We *at the weekend*.

Form:

Positive
 I/you/we/they + verb
 he/she/it + verb + -s*

*Spelling
 -ch/-s/-sh/-x/-o + -es: *finish* > *finishes*, *go* > *goes*
 -consonant-y + -ies: *study* > *studies*

3 Complete the explanations with *at*, *in* and *on*. Use Exercise 1 to help you.

Prepositions of time

Use and form:

- + days and dates
- + months, years, seasons (*summer*, etc), *the morning*, *the afternoon*, *the evening*
- + *night*, *midnight*, *lunchtime*, *the weekend*, *the time* (6 o'clock, etc)


See GRAMMAR DATABASE, page 121.

PRACTISE

4 Complete the description with the present simple form of the verbs.

My country

My name's Arzan and I (1) *live* (live) in Addu City in the Maldives. People (2) (fly) here from around the world for their holidays. The equator (3) (cross) the Maldives, so the temperature (4) (stay) at about 30°C all day. Days are very regular too. In Addu City the sun always (5) (come) up and (6) (go) down at 6 o'clock. There are two main seasons. From December to March we (7) (get) dry weather, and from May to November it's windy and some days it (8) (rain).



5 Complete the description with *at*, *in* and *on*.

My week

My name's Carmen and I come from Seville in Spain. School starts (1) *in* September and we have long holidays (2) the summer (July and August). This is a typical week during the school year. It starts (3) Monday. I get up (4) 7.15 and get ready for school. School starts (5) 8.30. I have four or five classes (6) the morning. (7) lunchtime I stay at school. (8) the afternoon I have one or two more classes. We have dinner (9) 8 o'clock because that's when my parents get home. (10) the weekend I see my friends and relax.

6 a **1.26 PRONOUNCE** Listen and circle the verbs with an /ɪz/ sound at the end.

- brushes
- does
- lives
- plays
- relaxes
- starts
- uses
- watches

b **1.27** Read the explanation. Then listen again and repeat the verbs above.

If the verb ends in *-ches*, *-ses*, *-shes* or *-xes*, pronounce /ɪz/ at the end.

WRITE AND SPEAK

7 a Work in pairs. Make notes for a video message about your country, town/city and daily life.

b Practise your video message. Then present it to other students.

Use sounds to help you understand

SPEAK AND LISTEN

1 **RECALL** Work in pairs. Make a list of the rooms in a house.

2 a Read the tips in the **HOW TO** box.

b **1.28** Listen to Matthew talking about his house. What's in each room? Write one letter from a–h next to each room (1–5).

- | | | |
|---------------------|-------|-----------------------|
| 1 his bedroom | ..... | a a vacuum cleaner |
| 2 the bathroom | ..... | b toys |
| 3 his sister's room | ..... | c Matthew's father |
| 4 the living room | ..... | d his sister |
| 5 the kitchen | ..... | e lunch |
| | | f musical instruments |
| | | g Matthew's parents |
| | | h a cat |

3 Which tips in the **HOW TO** box did you use for help with Exercise 2b? Tick (✓) them.

4 **1.28** Listen again. Match the two parts of the sentences.

- | | | |
|---------------|-------|----------------------------------|
| 1 Matthew | ..... | a have a big room. |
| 2 His mum | ..... | b has an untidy room. |
| 3 His dad | ..... | c has a lot of space for things. |
| 4 His sister | ..... | d always sits in the armchair. |
| 5 His parents | ..... | e always sits on the sofa. |
| 6 Matthew | ..... | f normally cooks. |

REACT

5 Work in pairs. Compare your home with Matthew's house. What's similar? What's different?

WORK WITH WORDS Furniture and other things in the home

6 a Match the photos (1–12) to the words in the box.

- | | | |
|----------------|----------------|-----------------------|
| armchair | bookcase | carpet |
| cooker | cupboard | curtains |
| fridge | lamp | shelf (shelves) |
| sofa | wardrobe | washing machine |

b **1.29** Amanda's describing her flat. Listen and check or complete your answers. She says the words in the same order as the photos.

7 **1.30** Listen and repeat the words.

8 Think of a room in your house. Tell your partner what you can see in it. Can your partner guess the room?

- | | | |
|----------|-------------|-------------|
| bathroom | bedroom | dining room |
| kitchen | living room | |

I can see ...

Is it a/the ... ?

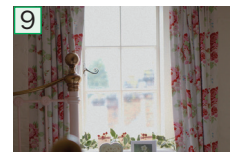
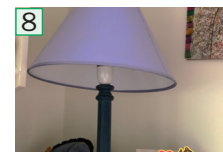
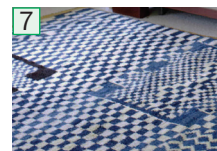
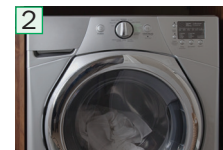
That's right.

No, it isn't.

HOW TO

use sounds to help you understand

- Identify sounds. What can you hear?
- Use sounds to decide where people are.
- Use sounds to help with vocabulary.



GO BEYOND

Do the Words & Beyond exercises on page 131.

»»» Talk about how often you do things

READ »»» Grammar in context

1 Read the description. Are the two sisters friends?

My sister and I are twins, but we're very different. Carla **always** gets up late, so she's late for school every day. And she can **never** remember where her things are. She **hardly ever** brushes her hair (maybe once a week), and her room's **normally** in a mess (until Mum and Dad get angry). But we're good friends and we **often** do things together.



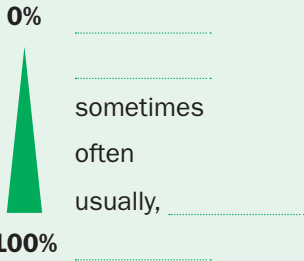
STUDY

2 Complete the explanations. Use Exercise 1 to help you.

always hardly ever never normally

Present simple with adverbs of frequency

Use: To say how often you do things.



Word order

adverb + main verb (go, see)

Karl always gets up late.

am/are/is/can + adverb

His room's always in a mess.

See GRAMMAR DATABASE, page 121.

4 Put the words in order to make sentences.

1 the morning / tired / is / in / Carla / usually
Carla's usually tired in the morning.

2 often / her / She / homework / forgets

3 eats / ever / vegetables / hardly / She

4 her phone / She / find / never / can

5 on the sofa / sometimes / She / sleeps

6 happy / is / She / always

5 a Add an adverb of frequency to each sentence to make it true for you.

- 1 My bedroom is in a mess.
- 2 I have a shower in the morning.
- 3 I'm late for school.
- 4 I do my homework on the sofa.
- 5 I can do my English homework.
- 6 I watch TV in the evening.

b Work in pairs. Compare your answers.

How often is/are ... ?

How often do you ... ?

How often can you ... ?

PRACTISE

3 Complete the sentences with the adverbs of frequency in Exercise 2. Use the frequencies (0–100%) to help you.

- 1 I never get up late. (0%)
- 2 I often eat fruit after dinner. (85%)
- 3 My school report is perfect. (100%)
- 4 I sometimes read before I go to bed. (30%)
- 5 I hardly ever help in the kitchen. (60%)
- 6 My parents are often angry with me. (5%)

SPEAK

6 a Write three questions with *How often ... ?* to ask other students.

b Ask three other students your questions. Write their answers.

c Tell the class one interesting thing.

Dasha often ...

Mario can never ...

LANGUAGE & BEYOND



>>> Organise your things

READ

1 Work in pairs. Match the teenagers to their bedrooms (1–3). Who are you like?

DO

2 Work in pairs. Put the steps for organising your bedroom in the correct order.

3 a You decide to organise or reorganise your room. Follow the steps in Exercise 2. Then draw a simple plan of your room.

b Work in pairs. Show your plans. Explain where things are and why.

My books are next to my bed because I always read in bed.

My CDs are in boxes because I never play them.

REFLECT

4 Talk about the questions. Then read the **REFLECTION POINT**.

- 1 Why is it a good idea to organise your things?
- 2 Do the five steps in Exercise 2 work. Why?/Why not?
- 3 What other ways are there to organise your things?

EXTEND

5 Decide how to organise or reorganise your classroom or another room in your school or house.

(RE)ORGANISE YOUR THINGS!

..... **PLAN:** Decide where to put things you want to keep.

..... **FINISH:** Put things in their new place. Give the bag to another kid.

1 **GET READY:** Find some boxes, labels and a big bag.

..... **CHOOSE:** Make decisions about your things.

- 1 *I use this.* > Don't touch it.
- 2 *I want this but I hardly ever use it.* > Put it in a box. Add a label.
- 3 *I don't want this.* > Put it in the bag.

..... **START:** Put your things on your bed. Put similar things together.

REFLECTION POINT



If you organise your things, it's easy to find them. You also make space for new things. But it's important to find a way to organise things that works for you.

SPEAKING When's the next one?

Ask for and tell the time when you travel

SPEAK

1 Work in pairs. Answer the questions.

- When do you travel on buses and trains? Where do you go?
- Bus and train timetables use the 24-hour clock. How do you say these times: 16:30, 19:05?

WATCH OR LISTEN

2 Watch or listen to the scenes. What do the people do next?



1
May: Excuse me. (1) _____ the next train to Oxford?
Guard: Well, there's a fast one at 17:45.
May: Seventeen forty-five. Sorry, (2) _____ is it now?
Guard: It's 20 past five.
May: Thanks. ... Have we got time for a snack?
Alex: Er ... yes. We've got 25 minutes.
May: Good. I'm really hungry.

2
Joe: Excuse me. (3) _____ the next bus to the sports centre?
Woman: Um ... I think it's at 13:05 but check on the timetable.
Joe: Thanks. ... (4) _____ the time now?
Adam: It's half past 12.
Joe: (5) _____ have we got till it goes?
Adam: Thirty-five minutes.
Joe: Let's walk. It's only 15 minutes on foot.

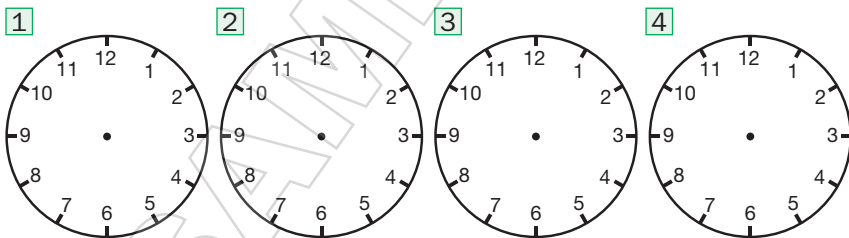
3 Watch or listen again and complete the conversations.

4 Listen and repeat the questions.

5 a Read the tips in the HOW TO box.

b Underline examples of making time to think in the conversations.

6 a Listen and draw the time on the clocks.



b Work in pairs. Say the times in Exercise 6a in two or three different ways. Then listen and repeat all the times.

ACT

7 In groups of four, practise two travel conversations. Then present your conversations to other groups.

Students A and C: Look at page 141.

Students B and D: Look at page 142.

HOW TO

make time to think

- Don't stop talking.
- Say *Well, ...*, *Er ...* or *Um ...* before your sentence.

PHRASEBOOK

Ask for and tell the time

What's the time? / What time is it?

What time's the next ... ?

When's the next ... ?

There's one at ...

(I think) it's at ...

thirteen oh five = five past one

seventeen forty-five = quarter to six

six

How long have we got till it goes?

Make time to think

Well, ...

Er ...

Um ...

WRITING My favourite room

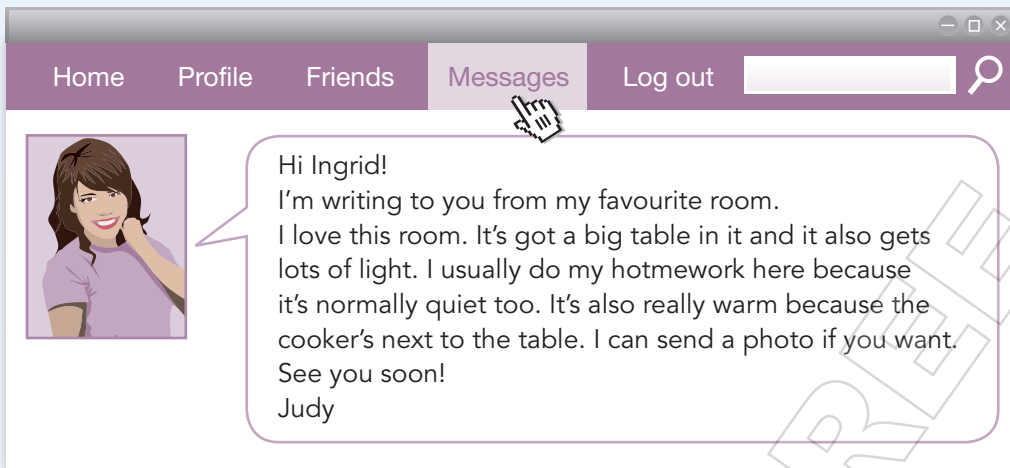
Use *also* and *too*

SPEAK AND READ

1 Work in pairs. Answer the questions.

- Do you have a pen pal or friend in another country?
- If so, where does he/she live? What do you write about?
 - If not, do you want a pen pal? Why?/Why not?

2 Read Judy's message to her pen pal. What's her favourite room?



Home Profile Friends Messages Log out

Hi Ingrid!
I'm writing to you from my favourite room.
I love this room. It's got a big table in it and it also gets lots of light. I usually do my homework here because it's normally quiet too. It's also really warm because the cooker's next to the table. I can send a photo if you want.
See you soon!
Judy

HOW TO

use *also* and *too*

- Use *also* and *too* to add another fact.
- Use *also* after *be* and *have* in *have got* and before other verbs.
- Use *too* at the end of a sentence.

3 a Read the tips in the **HOW TO** box.

- b Underline examples of *also* and *too* in the message in Exercise 2.

PRACTISE

4 Complete the description with *also* and *too*.

9.30am

This is my bedroom. It's my sister's room (1) It's never quiet because she listens to music all the time. She (2) plays the guitar. But it's quite big. There's a wardrobe and there are some cupboards (3) , so there's space for all our things. There's (4) a desk but I normally study in the kitchen!

PLAN

5 You're going to write a description for a pen pal of your favourite room. Use the *Writing plan* to help you prepare.

WRITING PLAN

- 1 Say why it's your favourite room.
Why do you like it?
- 2 Say what's in the room.
What furniture is there?
- 3 Say what you normally do in it.
Do you study there? Watch TV? ... ?
- 4 Use *too* and *also* in your description.
Look at the tips in the **HOW TO** box.

WRITE AND CHECK

6 Write your description. Then check it. Tick (✓) the things in the plan.

SHARE

7 Swap your description with other students. Which room do most students choose as their favourite room?

VOCABULARY Daily activities

1 Mike is British but lives in another country now. Complete his blog for his friends with the verbs in the box.

brush clean do get (x3) go have
pack wake

MY NEW ROUTINE

Some things are really different here. I (1) _____ up at 6am now but stay in bed for 15 minutes. Then I get up, (2) _____ a shower, (3) _____ dressed, (4) _____ my hair, have breakfast and (5) _____ my teeth. I (6) _____ to school at 8am, but I finish at 2pm and I can (7) _____ home. When I (8) _____ home I (9) _____ my homework, then I (10) _____ my bag for the next day. Then I'm free to do other things!

____ /10

Furniture and other things in the home

2 Complete the words in Mike's blog.

MY NEW HOME

We live in a flat now, not a house. In my room there's a small (1) wa _____ for my clothes, a (2) bo _____ for my books and lots of (3) sh _____ on the wall. I need a new (4) cu _____ for my other things. There's also a big (5) ca _____ on the floor and a (6) la _____ for reading next to the bed. There are no (7) cu _____ on the window. In the living room there's a (8) so _____ and an (9) ar _____, but they're very old. The kitchen's got the usual things – a (10) co _____, (11) fr _____ and (12) a wa _____ ma _____. But no dishwasher, so we wash the dishes by hand.

____ /12

GRAMMAR Present simple positive; prepositions of time

3 Complete the blog with the correct form of the verbs or with *at*, *in* and *on*.

SCHOOL

The schoolday is different here. It (1) _____ (start) early but it (2) _____ (finish) early too. Other things are the same. We have four or five classes (3) _____ the morning, and then there's a break for lunch. (4) _____ lunchtime most people (5) _____ (eat) in the school canteen. The food's OK. (6) _____ Wednesdays my class (7) _____ (do) sport after lunch. I (8) _____ (play) basketball. It's a new sport for me but I really like it.

____ /16

Present simple with adverbs of frequency

4 Write complete sentences with the adverbs of frequency in the box.

always hardly ever never often
sometimes usually

WEEKENDS

Here's what happens at the weekend.
1 I / get up / late. (100%)
2 We / go / shopping. (80%)
3 I / watch / a film with friends. (60%)
4 We / have / lunch with my parents' friends. (30%)
5 I / forget / to do my homework. (5%) _____
6 I / get / bored. (0%) _____ /12

Your score: ____ /50

SKILLS CHECK

- ✓✓✓ Yes, I can. No problem!
- ✓✓ Yes, I can. But I need a bit of help.
- ✓ Yes, I can. But I need a lot of help.

- I can find specific information when I read. _____
- I can use sounds to help me understand. _____
- I can organise my things. _____
- I can ask for and tell the time when I travel. _____
- I can use *also* and *too* when I write. _____